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IDENTIFIERS	Dewey (John); Freire (Paulo); Gagne (Robert M); Knowles (Malcolm S); Rogers (Carl)

ABSTRACT

This book integrates what is known about how adults learn and the principles of instructional design into a practical, yet theoretically based guide for planning instruction. The following are among the specific topics discussed: (1) the theoretical framework of instructional design in adult education (lifelong and experiential learning; democratic values in adult education; education as empowerment; andragogy; self-directed learning; behaviorism and the hierarchy of learning; humanist views on learning, learning throughout the different developmental stages; transformative learning); (2) adult learners (general characteristics of adult learners; prior experience, educational background, and demographics; cognitive style; multiple intelligences and emotional intelligence; learning style; developmental stage; psychological type); (3) objectives (uses of objectives; concerns about objectives; how to write objectives; domains of learning; levels of learning; objectives and the adult learner); (4) sequencing learning experiences; (5) selecting materials (matching materials to objectives; considering student characteristics and preferences in selecting materials; considering context in selecting materials); (6) evaluating learning (general approaches to the evaluation of learning; (7) selecting evaluation techniques; planning a grading system; (8) designing evaluation techniques); and (9) evaluating instruction (planning for evaluating instruction; techniques for collecting information; setting criteria for the evaluation; collecting and interpreting information; teaching portfolios). (Contains 93 references.)(MN)

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